

SIBIU International School Inclusion Policy

“Think deeply. Care boldly. Act globally.”

At Sibiu International School, we believe that a compassionate world begins with education that nurtures wisdom, empathy, and a deep sense of global responsibility.

We empower young people to become inquisitive, principled, and open-minded learners who engage with the world courageously and creatively, caring for people, animals, and the natural environment.

We embrace diversity as strength, challenge as opportunity, and inquiry as the foundation for meaningful understanding. In partnership with teachers who inspire, parents who support, and students who take ownership of their learning, we cultivate reflective, ethical, and balanced individuals ready to contribute to a more just, peaceful, and sustainable future.

SIBIU INTERNATIONAL SCHOOL (SIS) Inclusion Policy

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School Identity

School Name: Sibiu International School (SIS)

SIS Mission Statement

At Sibiu International School, we believe that a compassionate world begins with education that nurtures wisdom, empathy, and a deep sense of global responsibility. We empower young people to

become inquisitive, principled, and open-minded learners who engage with the world courageously and creatively, caring for people, animals, and the natural environment. Guided by the IB philosophy, we embrace diversity as strength, challenge as opportunity, and inquiry as the foundation for meaningful understanding. In partnership with teachers who inspire, parents who support, and students who take ownership of their learning, we cultivate reflective, ethical, and balanced individuals ready to contribute to a more just, peaceful, and sustainable future.

School Motto: “Think Deeply. Care Boldly. Act Globally.”

SIS provides quality education in a nurturing, inclusive and internationally minded environment. We foster intercultural understanding, respect and equity, and we develop responsible global citizens by:

- inspiring learners to discover and develop their potential
- providing a challenging curriculum that stimulates critical and creative thinking
- promoting active, lifelong learning
- applying a holistic and balanced approach to all areas of school life
- encouraging responsibility for self, others and the environment

“Each mind has its own method” — Ralph Waldo Emerson

1. School Vision on Inclusion

SIS is committed to inclusive education in alignment with the **IB philosophy of inclusive access**. We believe all students are capable of learning and that diversity enriches our learning community. Inclusion at SIS means removing or reducing barriers to learning so that all students can fully access the curriculum and demonstrate their understanding.

Inclusion reflects SIS values of achieving potential, taking responsibility and celebrating uniqueness. The school recognises that students have different learning profiles, strengths, needs and backgrounds, and we strive to provide equitable opportunities for success.

2. Purpose

The purpose of this Inclusion Policy is to:

- define SIS’s approach to inclusive education across the school
- clarify the roles and responsibilities of students, parents, teachers and leadership

- outline procedures for identifying, supporting and monitoring students with additional learning needs
- ensure alignment with **IB Standards and Practices** and **Swiss legal requirements**
- support authorization and accreditation for the **IB Diploma Programme (DP)**

3. Scope

Inclusive education at SIS supports students who may experience barriers to learning, including but not limited to:

- specific learning difficulties (reading, writing, numeracy, attention, executive functioning)
- language acquisition needs
- social, emotional and mental health needs
- physical, sensory or medical conditions affecting learning
- gifted and talented learners

Inclusion applies across all sections of the school and is embedded within teaching, assessment and pastoral care.

4. Guiding Principles

This policy aligns with the following **IB Standards and Practices (2020)**:

- **Standard A: Philosophy** – The school implements inclusive processes that ensure access to the IB curriculum for all learners.
- **Standard B: Organization** – The school allocates resources and establishes systems to support student well-being and inclusion.
- **Standard C: Teaching and Learning** – Teaching is differentiated and informed by assessment data to meet diverse learning needs.
- **Standard D: Assessment** – Assessment is fair, transparent and inclusive, with approved access arrangements where applicable.

5. Procedures

5.1 Identification

Students who are identified or suspected of experiencing barriers to learning are referred to the **Learning Support Coordinator (LSC)**. This may occur through teacher observation, parent communication, student self-advocacy or assessment data.

The LSC acts as a case manager and collaborates with teachers, parents and students to gather evidence, which may include:

- baseline and screening assessments
- classroom observations
- work samples
- checklists and progress data

Where appropriate, referrals to external specialists may be recommended.

5.2 Intervention

Following identification, the LSC collaborates with teaching staff to design and implement appropriate support strategies. SIS follows the **Universal Design for Learning (UDL)** framework to benefit all learners through:

- multiple means of representation
- multiple means of action and expression
- multiple means of engagement

Support strategies may include differentiation, targeted interventions, small-group or individual support, and the use of assistive technology.

5.3 Continuation of Support and Monitoring

Students requiring ongoing support have an **Individual Learning Plan (ILP)**. The ILP:

- identifies student strengths and barriers to learning

- outlines goals, strategies and responsibilities
- specifies accommodations or modifications where appropriate

ILPs are developed collaboratively and reviewed 1–2 times per year. The LSC oversees implementation and ensures continuity of support during transitions between grade levels.

Accommodations allow students to access learning without altering curriculum expectations.

Modifications involve changes to learning outcomes or assessment expectations and may impact access to certain courses. Parents and students are informed of these implications in advance.

6. Diploma Programme (DP) Considerations

SIS complies fully with **IB Access and Inclusion Policy** requirements for the Diploma Programme.

- DP students requiring access arrangements must provide appropriate documentation in line with IB regulations.
- Approved arrangements are used consistently in classroom assessments and internal examinations.
- Applications for IB examination access arrangements are submitted within IB deadlines.

Students who are unable or choose not to pursue the full IB Diploma may complete individual DP courses and assessments according to IB regulations but will not be awarded the IB Diploma.

7. Legal Compliance and Admissions

7.1 Compliance Measurement

SIS complies with Swiss legal requirements regarding inclusive education. As a private IB school, resources may differ from public provision. Some specialised services may require private funding or insurance.

Where support needs exceed available school resources, SIS reserves the right to:

- request additional fees for enhanced support
- recommend alternative educational pathways
- decline or discontinue enrolment when student needs cannot be reasonably met

Admissions decisions are guided by the SIS Admissions Policy and are made transparently and ethically.

7.2 Non-Compliance

Families are expected to disclose all known learning needs at the time of admission. Failure to disclose previously identified or diagnosed needs may result in a review of enrolment.

When in-house support is insufficient, the LSC may recommend external services (e.g., psychological, speech and language, occupational therapy). These services are independent of SIS and are arranged and funded by families.

8. Professional Development

SIS is committed to continuous professional learning in inclusive education. This includes:

- ongoing teacher training in differentiation and inclusive practices
- internal professional learning sessions
- external workshops and IB training

The LSC provides guidance and support to staff to ensure inclusive practices are embedded across teaching and learning.

9. Roles and Responsibilities

- **School Leadership:** ensures policy implementation, resource allocation and IB compliance
- **Learning Support Coordinator:** coordinates identification, intervention and monitoring
- **Teachers:** implement inclusive and differentiated practices
- **Students:** engage actively and advocate for their learning needs
- **Parents:** collaborate with the school and provide relevant information

10. Policy Review

This policy is reviewed regularly to ensure alignment with IB requirements and best practices.

Last review: 2025–2026 school year

Next review: June 2027

11. Bibliography / References

- International Baccalaureate Organization. *Access and Inclusion Policy*. IB.
- International Baccalaureate Organization. *Programme Standards and Practices*. IB, 2020.
- International Baccalaureate Organization. *Diploma Programme Assessment Procedures*.
- International Baccalaureate Organization. *Candidates with Assessment Access Requirements*.
- Swiss Federal Law on Special Educational Needs.
- SIS Admissions Policy.
- SIS Language Policy.